

2015/16

Hammersmith Academy GCSE Exam Results 2015/16

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Hammersmith Academy
Provisional GCSE Results Report
August 2016

Pupil Outcomes Summary

Year 11 Headlines:

The Academy does not have KS4 data from the last 3 years and 2016 will be the first full set of GCSE results.

Cohort Summary: 111 students; 30% female v 70% male; Average KS2 core level 4b; Average GCSE grade per student (Capped 8) C+; Average levels of progress per student 3.22. 54% disadvantaged students.

Entry to Ebacc subjects

% Pupils entered into a language GCSE is 90% at HA (national 49.0% *2016)

% Pupils entered into a humanities GCSE is 97% at HA (national 66% *2015)

% Pupils entered into Ebacc Science (at least core and additional) at HA is 89% (national 87% *2016)

% Pupils entered for triple science at HA 57% (national 24%)

Average entries per student: 10.45 (average GCSE entries 9.66)

Progress 8 score is -0.04 (Sponsored Academies average progress 8 = -0.25 * 2016). However, 5 of our highest performing students, who had been with us since year 7 or 8 did not count in progress 8 measure as they came with no KS2 data. This would have given us a progress 8 measure of +0.04. They do count in Attainment 8.

Attainment 8 score 52.73 (national average *2016 = 48.5)

Ebacc¹: 88% of students were entered (national 39%) for the Ebacc qualification and 36% of students have achieved the Ebacc. This surpasses national averages *2015 of 24%.

Progress Measures:

Progress Measures	Percent	National (*2015)
Students making 3+ LOP in English	81	70
Students making 4+ LOP in English	51	28
Students making 3+ LOP in Maths	71	69
Students making 4+ LOP in Maths	41	23

¹ More detailed Ebacc information on page 5

Attainment Measures

Basics²

Students with at least 1 qualification: 100%

Basics level 2 (A*-C in Eng and Maths: 67% (national 59.3%)

5A*- C in E&M³: 67% (national 53.8% SFR⁴ 2015, Sponsored Academies 44.7%)

5A*- C inc E,M&Sc⁵: 66%

5A*- C : 75% (national 66.9% *2016⁶)

5A*- G : 100%

A*- A 29% (national 21% *2016) – (Maths first entry rules apply in so only 18%)

Maths A*-C: 73% (national 71% *2016)

English A*-C: 78% (national 71% *2016)

Attainment 8 by student group: Scores are strong

HA: 52.73 (national 48.3 *2016)

Attainment 8 Scores		
	HA	National
EAL	55.71	49.9
English	49.23	50.0
BOYS	53.19	47.7
GIRLS	51.98	52.3
DISADVANTAGED	51.77	41.1
OTHERS	53.91	53.3
FSM	50.61	39.0
ALL OTHERS	54.97	51.6
SEN	56.63	53.2
NON SEN	39.3	31.2

Attainment Measures (continued)

All entries in a particular subject ⁷	A*-A (%)	A*-B (%)	A*-C (%)	A*-D (%)
English (Language, Literature, Combined English)	19	49	78	95
Maths (Maths, Further Maths)	29	58	78	93
Science (Core, Additional, Physics, Chem, Biology)	17	44	79	97

² This is a new accountability measure and represents the % of the cohort passing English & Maths

³ This measure will not be used as a performance measure in 2016

⁴ Statistical First Release DFE

⁵ This measure will not be used as a performance measure in 2016

⁶ <http://www.bstubbs.co.uk/gcse.htm> (provisional data)

⁷ All subjects included in this list are EBACC standard qualifications.

A*- C Students	Percent
1 x A*- C	92
3 x A*- C	82
5 x A*- C	75
8 x A*- C	57
8A*- C inc English and Maths	54

A*- A Students	Percent	No. of students ⁸
1 x A*- A	51	57
3 x A*- A	23	26
5 x A*- A	14	16
8 x A*- A	5	6

A*- G Students	Percent
1 x A*- G	100
3 x A*- G	98
5 x A*- G	97
8 x A*- G	90
5A*- G inc English and Maths	96

Value Added Measures⁹

Capped 8 +EM VA Score: 999.493 (106 students – 5 students removed due to no KS2 score)
(Partial cohort)

Capped 8+EM VA Score: 1004.28 (111 students – 5 students re-entered with average KS2 of 4b)
(Full cohort)

⁸ Total cohort is 111 students

⁹ This is not contextual value added and does not take into account that we have more than twice the percentage of disadvantaged students when compared to national figures.

Progress of Different Groups

Pupils from different starting points¹⁰

English

- (13) Low attaining pupils (3s) 64% have made expected progress (National 63% *2015) -0.40
 (61) Middle attaining pupils (4s) 77% have made expected progress (National 70% *2015) 0.01
 (32) High attaining pupils (5s) 91% have made expected progress (National 77% *2015) -0.09

Maths

- (14) Low attaining pupils (3s) 36% have made expected progress (National 44% *2015) -0.15
 (50) Middle attaining pupils (4s) 67% have made expected progress (National 69% *2015) 0.05
 (42) High attaining pupils (5s) 89% have made expected progress (National 79% *2015) 0.15

Need to focus on low attaining students in English and Maths with regard to progress.

Disadvantaged (formerly Pupil Premium) Gaps are significantly smaller than national averages compared to old measures:

% Disadvantaged students in Yr 11: 54% (national 27% *2015)

Gap between students making **expected progress in Maths** is 5% (National 23% *2015).

Gap between students making **expected progress in English** is 1% (National 17% *2015).

The progress 8 gap between HA disadvantaged students and other students nationally is -0.21 this compares to a **national gap of -0.50**

The attainment 8 figures show that HA disadvantaged students attained 51.8 compared with a **national figure of 41.1** and a national other of 53.3:

The following table shows a comparison of the cumulative attainment grade distributions between disadvantaged students and others at both HA and nationally.

Qualification Name	Pupil Premium	A* %	A +%	B +%	C +%	D+ %	E +%	F +%	G +%
All subjects	Non PP	6.4	21.4	45.8	77.3	91.6	95.3	99.3	100
All subject grades	PP	3.2	14.5	37.4	68.9	88.9	94.9	98.4	99.8
	HA Gap	-3.2	-6.9	-8.4	-8.4	-2.7	-0.4	-0.9	-0.2
National	Non PP	2.1	14.7	38.3	70.1	86.9	92.8	96.3	98
National	PP	0.3	3.9	15.8	42.6	65.7	77.4	86	91.8
	National Gap	-1.8	-10.8	-22.5	-27.5	-21.2	-15.4	-10.3	-6.2

We can see that HA **performs better than national figures at every cumulative grade boundary** for both disadvantaged students and other students and the gap between disadvantaged and others is far smaller at HA than nationally (except the gap at A*). This is a very pleasing result however we recognise that there is more work to do in order to eliminate the gaps completely.

¹⁰ These are old accountability measures and will not be used in this year's Raise on Line / Performance Measures

Ethnicities¹¹:

Key ethnic groups at Hammersmith Academy are:

BAFR = Black African (15 students), BCRB = Black Caribbean (12 students) and WBRI = White British (18 students).

No significant differences in performance. Small cohort numbers* beware.

Qualification Name	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Avg Pts	Avg Grade
Summary BAFR	14	71	100	65	30	6	15	156	40.08	C
Summary WBR	13	62	100	62	29	7	18	187	39.52	C
Summary BCRB	12	66	100	65	32	5	12	124	39.83	C

A*-A group has a 2% differential

A*-C group – biggest difference of 9% - this relates to 1 student in a small cohort.

3LOP shows a maximum difference of 3% points which in such small student numbers is statistically insignificant.

Comparison of ethnicities in Statistical First Release 2015

This shows that at Hammersmith Academy there is no statistically significant difference between the main black and white ethnic groups as defined in the SFR 2015.

5 A*-C Measures	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Students with 5 x A*-C inc English & Maths	6	50	10	66.7	10	55.6	25	61
Combined (BCRB & BAFR) or (WBRI, WIRI & WOTH) Hammersmith Academy	Black: 59%				White: 61%			
NATIONAL	Black: 52%				White: 57%			
E-Bacc Total Measure	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Combined (BCRB & BAFR) or (WBRI, WIRI & WOTH) Hammersmith Academy	Black: 85.2%				White: 82.9%			
NATIONAL	Black: 39.7%				White: 37.6%			
Students in COHORT Achieving the E-BACC	2	16.7	6	40	3	16.7	12	29.3
Combined (BCRB & BAFR) or (WBRI, WIRI & WOTH) Hammersmith Academy	Black: 29.6%				White: 29.3%			
NATIONAL	Black: 21.8%				White: 23.5%			

% 5A*-C inc EM shows a gap of 2%; National gap is 5%

% of students entered for EBACC in both groups is about 45% more at HA when compared to national

% Achieving EBACC: Both groups perform about 7% better at HA than national averages for these groups; Hammersmith Academy gap between the two groups is 0.3%; National gap is 1.7%.

¹¹ See Appendix 1 from the SFR tables at the end of this report

SEN¹²:

The 17% of students in Year 11 with learning difficulties is just above the national figure of 14.6%. These were predominately moderate learning difficulties and difficulties in the areas of behavioural, emotional or social development. We performed just **above national averages in terms of Attainment 8** with a score of 34 against a national figure of 31. Our progress 8 measure of -0.62 was just below the national figure of -0.55. (Although the HA P8 reduces to -0.42* when we remove our 3 key students)

88% of HA SEN students achieved 5A* - G including E&M compared with 20% nationally and 54% of our students made 3LOP compared with a national value of 14%.

Qualification Name	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual	Avg Pts	Avg Grade
Summary SEN	3.6	43.5	99.3	53.6	22.5	3.6	17	138		34.36	D
Summary ALL	17.7	72.8	99.9	64.4	31.5	8.6	112	1175		41.31	C+
	-14.1	-29.3	-0.6	-10.8	-9	-5	-95	-1037			

The HA gap in progress rates between SEN students and non SEN is 11%. Which is our biggest gap.

	National			Hammersmith Academy		
	5+ A*-C inc EM (%)	Entering Ebacc (%)	Achieving Ebacc (%)	5+ A*-C inc EM (%)	Entering Ebacc (%)	Achieving Ebacc (%)
No identified SEN	64.2	44	28	73.9	97.8	40.2
All SEN Pupils	20	11	4.8	35.3	47.1	5.9
Gap	44.2	33	23.2	38.6	50.7	34.3

Although the gaps are bigger at HA our % entering and achieving the national, more SEN students are entered and more students achieve compared to national.

The scatter graph from RoL (unvalidated) shows the 2 Statement-ed (and 3rd who received a statement after 5 years of battling for his need to be recognised) disproportionately affected our progress measures.

Yellow: All three students had extreme special needs and learning difficulties and were classified as our most vulnerable students. They had a personalised support programme and expert TA support throughout their time at HA. They entered the Academy on P scale although were classified as Level 2 and therefore did not make the 'Expected Academic progress'. However they all had a wealth of life skill development and all got places at further education colleges. – See case studies

¹² See Appendix 2 SFR Tables at the end of this report

Gender:

Gaps are small at HA compared with national: 71% of female students nationally awarded a C grade, but only 62% of boys nationally are awarded the same

Qualification Name	Gender	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual	Avg Pts	Avg Grade
All Grades	All	17.7	72.8	99.9	64.4	31.5	8.6	112	1175		41.31	C+
Summary	Female	14	71	100	63.3	28.5	5.2	43	449		40.94	C
Summary	Male	20	73.8	99.9	65	33.4	10.7	69	726		41.54	C+
	Difference	6	2.8	-0.1	1.7	4.9	5.5	26	277		0.6	

HA Female A*-C: 71% (national 71%)

HA Male A*-C: 74% (national 62%)

National gap: -9%. **HA gap:** +3%

We do need to focus on girls more. If boys can buck the national trend by 12% points...why are girls only performing the same as the national average? Where is the value added for the girls?

Comparison with other local similar schools:

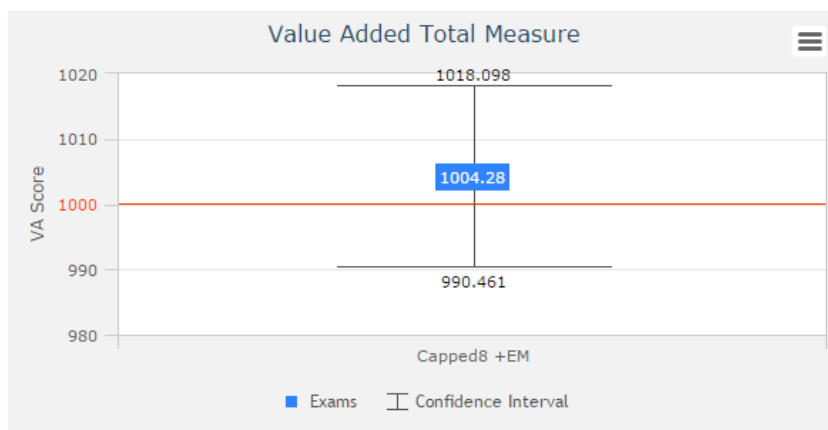
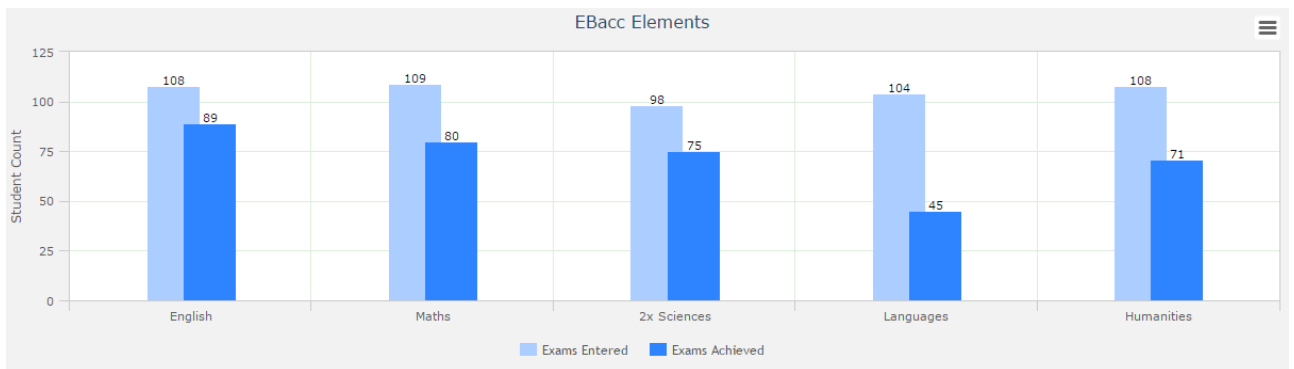
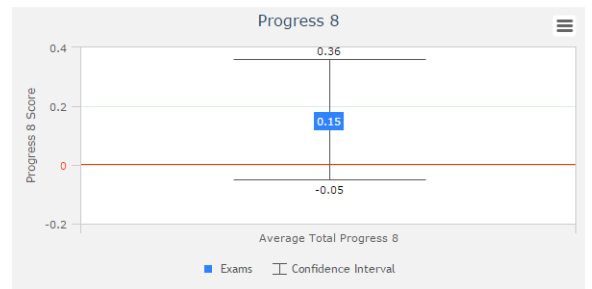
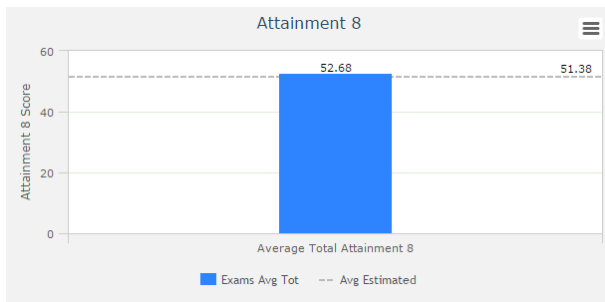
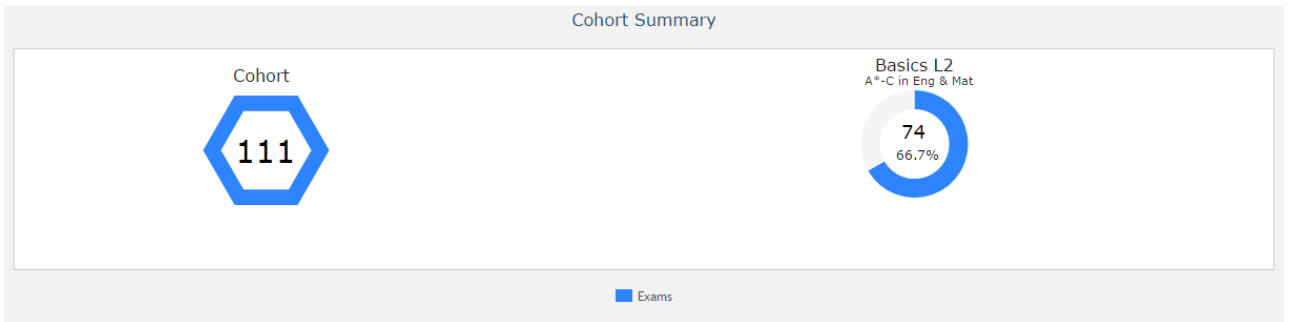
	No. of pupils	PP %	English Expected LOP	Maths Expected LOP	5A*-C GCSE inc E&M	EBACC	A*-C in English & Maths
NATIONAL		16	71	67	58	24	59
Ark Burlington Danes	154	66	90	71	61	31	62
Chelsea Academy	156	59	77	75	66	28	66
Chiswick High School	201	48	64	70	55	25	59
Hurlingham & Chelsea Secondary School	103	70	71	59	50	11	51
Phoenix High School	167	71	45	55	34	8	36
HAMMERSMITH ACADEMY	111	66 (3)	81 (2)	71(2)	67 (1)	35 (1)	67 (1)

Local School: HA

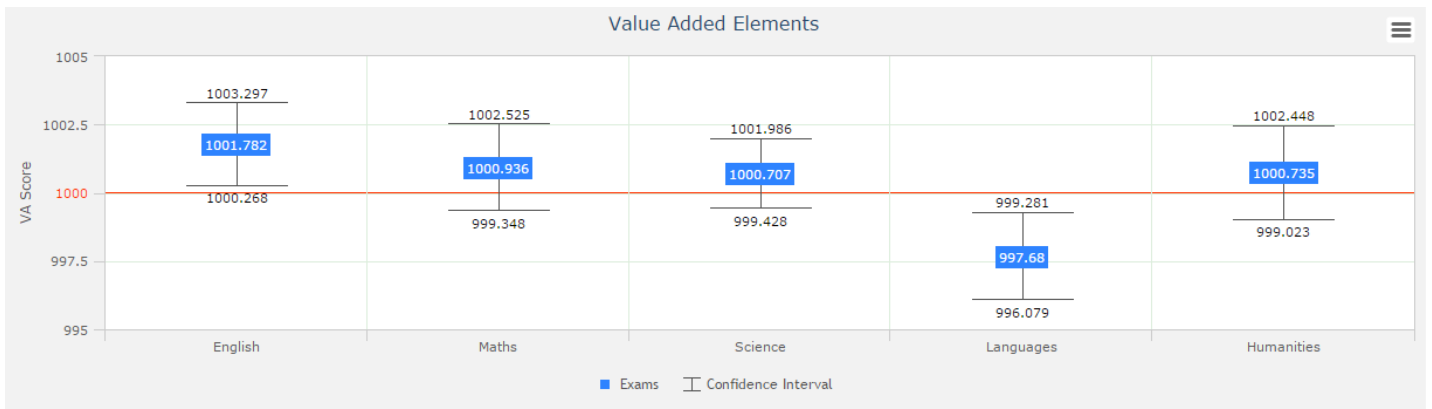
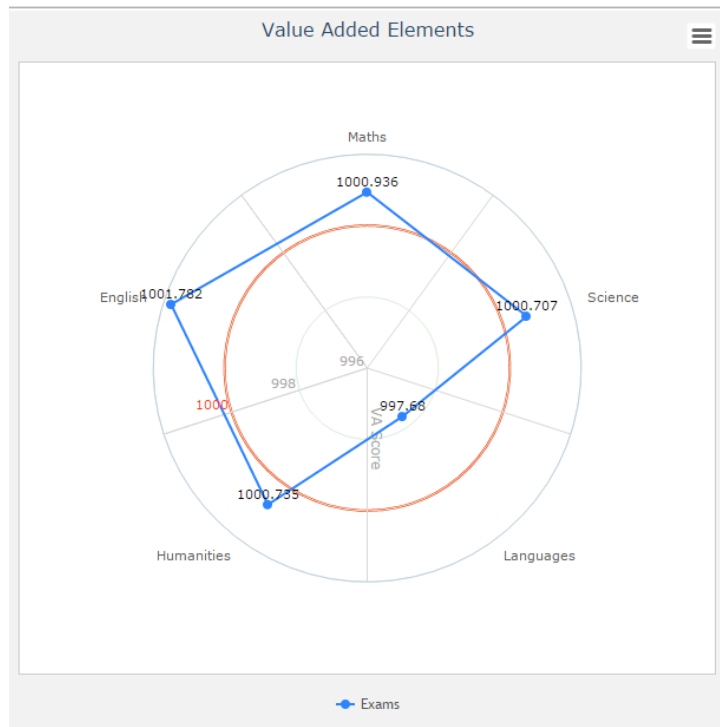
SCHNAME	SCHNAME	EGENDER	AGERANGE	TOTPUPS	KS2APS	PSENSE4	SENAPK4	PSENAPK4	ATT8SCR	ATT8SCRE	ATT8SCRM	ATT8SCI	ATT8SCRO	P8PUP	P8MEACOV	P8MEA	P8MEAENG	P8MEAMAT	P8MEAEBAI	P8MEAOPFI	PTL2BASIC	PTL2BASIC	PTEBACC	PTEBACC
Ark Burlington Danes Aca	MIXED		3-18	1167	27.4	4%	10	6%	52.7	10.9	10.1	14.4	17.3	160	95%	0.23	0.15	0.12	0.17	0.43	63%	68%	79%	31%
Fulham College Boys' Sch	MIXED		11-19	420	25.1	3%	22	31%	44.5	9.8	8.5	11.3	14.9	56	79%	-0.19	-0.05	-0.23	-0.38	-0.06	46%	47%	18%	10%
Fulham Cross Girls' School	GIRLS		11-16	604	27.1	2%	21	17%	56.9	11.7	11.1	15.6	18.5	103	84%	0.71	0.61	0.66	0.67	0.83	76%	72%	54%	46%
Hammersmith Academy	MIXED		11-18	741	28.2	2%	17	15%	52.7	11	10.6	15.8	15.3	106	95%	-0.05	-0.05	0.06	0.31	-0.49	67%	67%	88%	36%
The Hurlingham Academy	MIXED		11-16	344	25.9	1%	24	30%	49.4	10.7	9.9	12.7	16.1	54	68%	0.14	0.33	0.28	-0.14	0.21	71%	71%	52%	14%
Lady Margaret School	GIRLS		11-18	754	30.3	2%	17	14%	61.5	12.5	12.2	18.2	18.6	110	92%	0.17	0.12	0.14	0.28	0.11	88%	80%	71%	61%
Phoenix High School	MIXED		11-19	NEW																				
Phoenix High School	MIXED		11-19	805	26.8	0%	27	17%	43.6	10.3	9	11.2	13.1	148	92%	-0.41	0.11	-0.17	-0.54	-0.78	51%	46%	39%	8%
Sacred Heart High School	GIRLS		11-19	960	30.7	0%	10	6%	64.7	13.5	12.5	19.2	19.6	164	100%	0.4	0.52	0.13	0.55	0.36	87%	88%	80%	71%
West London Free School	MIXED		11-18	597	29.6	0%	9	8%	58.3	12.1	11.7	17.4	17.1	107	89%	0.14	0.16	0.21	0.35	-0.13	77%	77%	74%	46%
				8345	28	5.00%	169		54.1	11.4	10.6	15.4	16.6	1228	91%	0.12	0.2	0.1	0.21	0.01	70.10%	67.00%	64.60%	40.80%
National Average								12.50%	49.9	10.5	9.8	13.8	15.8	512084	95%	-0.03	-0.04	-0.02	-0.02	-0.04	63.00%	60.30%	39.70%	24.70%

This shows HA in comparison to other local school from school comparator website and also compares how HA compares with national averages.

KEY DATA GRAPHS



KEY DATA GRAPHS



SUBJECT SUMMARY OF EXAM RESULTS 2016

Ordered by subject										
Qualification Name	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Residual	Avg Pts	Avg Grade
Art	11.1	70.4	100	65.4	23.1	3.8	27	-0.3	40	C
BTEC IT Single	1.1	76.1	100	51.2	9.5	2.4	88	-3.9	37.38	C-
Business	10.7	60.7	100	44.4	25.9	3.7	28	-0.6	37.43	C-
D&T	19	76.2	100	75	40	10	21	1.3	39.71	C
Drama	30	90	100	86.7	50	6.7	30	2.8	45.2	B
Economics	26.3	73.7	100	73.7	36.8	10.5	19	-2.6	42.84	C+
English	0	12.5	100	50	25	0	8	3	32.5	D-
English Language	18.8	77.2	100	74.2	37.1	8.2	101	0.9	42.2	C+
English Literature	20.8	84.2	100	81.6	43.9	11.2	101	2.2	43.45	B-
Geography	22.2	72.2	100	74.3	45.7	12.9	72	1.5	42.67	C+
History	8.3	52.8	100	52.8	11.1	2.8	36	-1.7	37.33	C-
Maths	29.1	72.7	99.1	72.2	43.5	13.9	110	2.5	42.64	C+
Maths Further	29.6	100	100	66.7	33.3	11.1	27	-0.4	46.44	B
Media Studies	10.8	78.4	100	64.9	24.3	5.4	37	-1.2	40.16	C
MFL French	11.1	50.8	100	34.4	13.1	6.6	63	-3.8	37.71	C-
MFL French AS	100	100	100	100	100	100	1	12.7	67.5	A*
MFL Spanish	15.3	52.5	100	39	16.9	11.9	59	-2.8	39.49	C
MFL Spanish AS	100	100	100	100	100	100	4	15.1	63.75	A*
MFL Turkish	100	100	100	100	100	0	1	2.8	52	A
Music	12.5	37.5	100	31.3	12.5	0	16	-7.2	35.13	D+
PE GCSE	12.8	61.7	100	45.5	25	6.8	47	-1.8	38.85	C-
Sci - Biology	20.6	90.5	100	77.4	37.1	6.5	63	0.1	44	B-
Sci - Chemistry	25.4	87.3	100	76.2	39.7	11.1	63	1	44.86	B-
Sci - Physics	27	88.9	100	79.4	39.7	14.3	63	1	44.86	B-
Science - Additional	0	58.3	100	52.9	17.6	0	36	0.2	37.67	C-
Science - Core	2	57.1	100	48.9	27.7	4.3	49	1.9	36.69	D+
Summary	17.9	72.9	99.9	64.4	31.7	8.8	112		41.32	C+

SUBJECT SUMMARY OF EXAM RESULTS 2016

Rank Ordered by Residuals											
Qualification Name	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual	Avg Pts	Avg Grade
MFL Spanish AS	100	100	100	100	100	100	4	8	15.1	63.75	A*
MFL French AS	100	100	100	100	100	100	1	2	12.7	67.5	A*
English	0	12.5	100	50	25	0	8	8	3	32.5	D-
MFL Turkish	100	100	100	100	100	0	1	1	2.8	52	A
Drama	30	90	100	86.7	50	6.7	30	30	2.8	45.2	B
Maths	29.1	72.7	99.1	72.2	43.5	13.9	110	110	2.5	42.64	C+
English Literature	20.8	84.2	100	81.6	43.9	11.2	101	101	2.2	43.45	B-
Science - Core	2	57.1	100	48.9	27.7	4.3	49	49	1.9	36.69	D+
Geography	22.2	72.2	100	74.3	45.7	12.9	72	72	1.5	42.67	C+
D&T	19	76.2	100	75	40	10	21	21	1.3	39.71	C
Sci - Chemistry	25.4	87.3	100	76.2	39.7	11.1	63	63	1	44.86	B-
Sci - Physics	27	88.9	100	79.4	39.7	14.3	63	63	1	44.86	B-
English Language	18.8	77.2	100	74.2	37.1	8.2	101	101	0.9	42.2	C+
Science - Addition	0	58.3	100	52.9	17.6	0	36	36	0.2	37.67	C-
Sci - Biology	20.6	90.5	100	77.4	37.1	6.5	63	63	0.1	44	B-
Art	11.1	70.4	100	65.4	23.1	3.8	27	27	-0.3	40	C
Maths Further	29.6	100	100	66.7	33.3	11.1	27	27	-0.4	46.44	B
Business	10.7	60.7	100	44.4	25.9	3.7	28	28	-0.6	37.43	C-
Media Studies	10.8	78.4	100	64.9	24.3	5.4	37	37	-1.2	40.16	C
History	8.3	52.8	100	52.8	11.1	2.8	36	36	-1.7	37.33	C-
PE GCSE	12.8	61.7	100	45.5	25	6.8	47	47	-1.8	38.85	C-
Economics	26.3	73.7	100	73.7	36.8	10.5	19	19	-2.6	42.84	C+
MFL Spanish	15.3	52.5	100	39	16.9	11.9	59	59	-2.8	39.49	C
MFL French	11.1	50.8	100	34.4	13.1	6.6	63	63	-3.8	37.71	C-
BTEC IT Single	1.1	76.1	100	51.2	9.5	2.4	88	88	-3.9	37.38	C-
Music	12.5	37.5	100	31.3	12.5	0	16	16	-7.2	35.13	D+
Summary	17.9	72.9	99.9	64.4	31.7	8.8	112	1175		41.32	C+

Department Summary.

Best performing GCSE subjects: Subjects with the biggest positive residual values; Combined English (8sts), Drama (30 sts), Maths (110 sts), English Lit (101sts) Science Core (49 sts), Geography (72 sts), DT (21 sts) Chemistry (63sts), English Language (101 sts), Physics (63 sts), Biology (63 sts), Additional Science (36 sts) .

Worst performing GCSE subjects: Subjects with the biggest negative residual values are; Music (16sts), French (63 sts), BTEC IT (88sts), Spanish (59 sts), Economics (19sts), PE (47 sts), History (36sts), Media (37sts).

Languages performed worse than expected. Attainment was less than national but we enter 90% of students compared to only 50% of students being entered nationally. Main issue was coursework being marked down especially in the writing (in Spanish) and in the speaking (in French) and in Spanish the Higher Reading papers included grammar based questions non apparent in previous exams. There is a further training needed around earlier moderation and ensuring that the application of the marking criteria are fairly and accurately applied. Our remarks have allowed 4 students to move up to a C from a D and 1 candidate to move up to A* from A. Overall, in French 51% of students achieved A*-C and 79% achieved A*-D. In Spanish 53% achieved A*-C and 83% achieved A*-D. As well as ensuring greater consistency through more moderation within the department, C-D borderline students in particular will be targeted with intervention in 2016-2017.

History: Coursework brought down a number of students grades especially at the higher end. Although the Head of Faculty had done everything possible to moderate this work and had a range of work checked by an experienced AQA examiner prior to sending off the sample. This year the HoF will also be completing the AQA standardisation e-AQA course online (as will ABA). Plus in January HoF will be moderating with other schools to further ensure consistency.

BTEC IT; There were on-going issues throughout 2015-16 with a 'new to the academy' but very experienced IT teacher. The IT teacher refused to use any of the student's previous work (2 years' worth), students lost confidence in their teacher and the subject and didn't want to complete. SLT organised for holiday catch up with an experienced external IT consultancy team. This was very impactful. However, many students stopped investing in this subject. The, then new, AHT i/c IT (JBE) did a fantastic job of getting students to complete the work they did, to the level that they did.

Computing has been added to the curriculum offer in Year 9 and BTEC IT taken out of the core offer. 3 classes in Year 11 will complete IT – other students have additional Maths time. Students expressed that they did not value this BTEC as highly as other GCSEs which is why the move to Computer Science has been decided moving forward. We have hired a specialist Head of Computing to move dept. forward with CS rather than BTEC

Media – recognised that there was less than adequate teaching, one teacher on competency and now left the academy. Poor long term planning meant that too much work – especially coursework was left until the final year. AHT (JBE) i/c Media did a fantastic job of getting coursework completed and supporting the students to their final outcomes.

We have hired a new curriculum leader in media. Coursework has begun much earlier to enable this to be solid foundation for exams. The briefs for coursework have been changed in year 10 to allow for more accessibility for student cohort. Intervention has been put in place much earlier for those students who require it. New tracking system has been implemented to allow CL overview of year groups.

PE – some issues with students trying to complete a GCSE in their core PE time (strategy begun by a HoF who has since left the Academy). Further work to be done on the theory aspect of PE – students faltered on the wording of some of the exam questions.

Music: Extreme difficulty in finding qualified Music teachers. We have invested a huge amount in developing an overseas teacher, who is very talented and has brought a love of music back to the department. However, he did not have experience of teaching GCSE. Also some student who chose music did not have the pre-requisite skill or talent to be able to take the subject to GCSE standard. Even though music lessons were paid for by the Academy over the course of 3 years – it has not been enough to bring students up to the standards required. Some issues of students practicing at home has been an issue. This needs resolving in 2016/17.

Maths: Key foci around the lack of progress made by lower ability students. Less than national. Following a good deal of research we believe that setting has a large part to play in this. Since eater of 2015 – students have been streamed rather than setted. Anecdotal reports seem to have had a positive effect. Modular data at module 1 will provide data. (Science have been streaming for a year and have seen huge benefits)

Data from Statistical First Release 2015

Comparison of newly opened Sponsored Academies in 2015 vs HA 2016¹³

Table 3c: GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in sponsored academies¹ by						
Year: 2014/15^{2,3} (Provisional)						
Coverage: England						
	Sponsored academies ¹ :					
	open for 1 academic year ⁴	open for 2 academic years	open for 3 academic years	open for 4 academic years	open for 5 or more academic years	All sponsored academies
Number of sponsored academies	59	77	59	47	261	503
Number of end of key stage 4 pupils	9,498	11,517	8,775	7,159	42,558	79,507
Hammersmith Academy	111	111	111	111	111	111
Percentage entered for 5+ GCSEs or equivalent	95.0	95.7	95.4	95.3	95.6	95.5
Hammersmith Academy	96.0	96.0	96.0	96.0	96.0	96.0
Percentage who achieved at GCSE or equivalent						
5+ A*-C grades	52.8	51.4	50.0	53.2	55.3	53.6
Hammersmith Academy	74.8	74.8	74.8	74.8	74.8	74.8
5+ A*-C including English and mathematics	44.6	42.4	41.8	43.6	46.1	44.7
Hammersmith Academy	66.7	66.7	66.7	66.7	66.7	66.7
5+ A*-G grades	92.1	92.7	92.0	92.5	92.8	92.6
Hammersmith Academy	97.3	97.3	97.3	97.3	97.3	97.3
5+ A*-G including English and mathematics	88.3	88.6	86.9	89.3	88.7	88.5
Hammersmith Academy	96.4	96.4	96.4	96.4	96.4	96.4
Percentage entered for GCSEs or equivalents	99.0	99.0	99.2	99.2	99.2	99.1
Hammersmith Academy	100	100	100	100	100	100
Percentage who achieved at GCSE or equivalent						
1+ A*-C grades	87.1	86.8	86.7	87.0	89.6	88.3
Hammersmith Academy	91.9	91.9	91.9	91.9	91.9	91.9
Any passes	98.2	98.5	98.4	98.7	98.6	98.5
Hammersmith Academy	99.1	99.1	99.1	99.1	99.1	99.1
English Baccalaureate						
Percentage entered for all components	27.4	24.6	24.5	26.4	29.6	27.8
Hammersmith Academy	88.3	88.3	88.3	88.3	88.3	88.3
Percentage who achieved	13.6	11.1	11.5	11.8	14.6	13.4
Hammersmith Academy	35.1	35.1	35.1	35.1	35.1	35.1
Pupils making expected progress ^{5,6} between key stage 2 and key stage 4						
English						
Number of eligible pupils	9,112	11,031	8,321	6,901	40,688	76,053
Percentage making expected level of progress	63.8	62.0	64.0	63.4	66.3	64.9
Hammersmith Academy	80.7	80.7	80.7	80.7	80.7	80.7
Mathematics ⁷						
Number of eligible pupils	9,137	11,097	8,363	6,933	40,911	76,441
Percentage making expected level of progress	56.9	56.8	55.5	56.6	60.5	58.6
Hammersmith Academy	70.9	70.9	70.9	70.9	70.9	70.9

¹³ <https://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2014-to-2015>

Data from Statistical first Release 2015 vs HA 2016

Comparison of Attainment 8 data:

Table A1: Attainment 8 by pupils at the end of key stage 4			
Years: 2015/16 ^{1,2} (Provisional)			
Coverage: England			
	Pupils at the end key stage 4		
	All schools ³	State-funded schools ⁴	
Number of pupils included in the measure	612,348	553,840	
Attainment 8 score per pupil	47.0	48.2	
Hammersmith Academy		52.7	
Average score per pupil in each element:			
- English	10.1	10.4	
Hammersmith Academy		11.0	
- Mathematics	9.3	9.7	
Hammersmith Academy		10.6	
- English Baccalaureate ⁵	12.6	12.6	
Hammersmith Academy		15.8	Ebacc progress 8
- Open ⁶	15.1	15.4	
Hammersmith Academy		15.2	Open progress 8
Average score per pupil in GCSEs and non-GCSEs in the open element:			
- GCSEs ⁷	12.7	12.8	
Hammersmith Academy		14.1	
- non-GCSEs ⁸	2.4	2.6	
		1.2	

Ebacc Progress 8 score is +0.34

In the open buckets of Ebacc only 38 students out of 106 got a positive progress 8. More detailed analysis to follow.

We will need to focus strongly on this measure in the coming year. Non GCSEs dragged the P8 measure down. This was mainly BTEC IT (residual of -0.71,

Data from Statistical First Release 2015

5A*-C inc EM national Average of Sponsored Academies with results for 1 academic year: 44.6%

5A*-C inc EM Hammersmith Academy: 67% (+22%)

Entry to Ebacc subjects

% Pupils entered into a language GCSE is 90% at HA (national 49.3% *2015)

% Pupils entered into a humanities GCSE is 97% at HA (national 66% *2015)

% Pupils entered into Ebacc Science (at least core and additional) at HA is 89% (national 52% *2015)

% Pupils entered for triple science at HA 57% (national 22%)

Average entries per student : 11

Average GCSE entries per student : 10

Key statistics from 2016 national exam results:

- The 2016 GCSE results show a sharp fall of 2.1 percentage points in the pass rate, down to 66.9% for A*-C grades.
The number of A* grades alone declined by 0.1 percentage points and A*-A grades fell by 0.7 to 20.5%
- However, this year, for the first time, 16-to-19 institutions have to enter pupils for resits in English and maths GCSEs if they did not score a C grade in Year 11. The number of entries from students aged 17 and over has risen by 23.2 per cent, and the pass rate among this group is much lower than among all GCSE entries: just 35.9 per cent of their entries from school leavers scored a C or above which has contributed to the falling overall pass rate. Even so, grades also dropped among 16 year olds.
- Statistics for school leavers show A*-C grades were down 1.3 percentage points to 69.5, A* results were down by 0.1 percentage points and A*-A by 0.6 percentage points.
- But For Year 11s, maths passes are up a bit while English passes are down(a bit)
- Figures covering 16-year-olds show the A* to C pass rate in maths rose by 1.4 percentage points to 70.5 per cent. In English, it fell by 1.3 points to 71.3 per cent.
- Ministers are pleased with increases in entries for STEM and EBacc subjects.
- This year, for the first time, all schools will be judged according to their scores on the Progress 8 measure, which requires schools to enter pupils for traditional academic subjects. Schools have responded by entering more pupils for GCSEs in history, geography and science but results in these subjects have fallen.
- Despite the government's decision to include modern foreign languages in the EBacc performance measure, language entries are falling. There has been a 2.1 per cent rise in Spanish entries, but this has been offset by an 8.1 per cent drop in French entries and a 7 per cent drop in German entries.
- Girls have long outperformed boys at GCSE, but this year they have extended their lead. Read more on the gender gap.
- 71.3 per cent of female entries were awarded at least a C grade, compared with just 62.4 per cent of their male counterparts. The gap – 8.9 percentage points – was wider than the 8.4 percentage points seen last summer and represents the biggest gulf since 2002, when girls were 9 percentage points ahead.
- A higher percentage of female entries also achieved A* or A grades: 24.1 per cent compared with 16.8 per cent for boys – a gap of 7.3 percentage points.

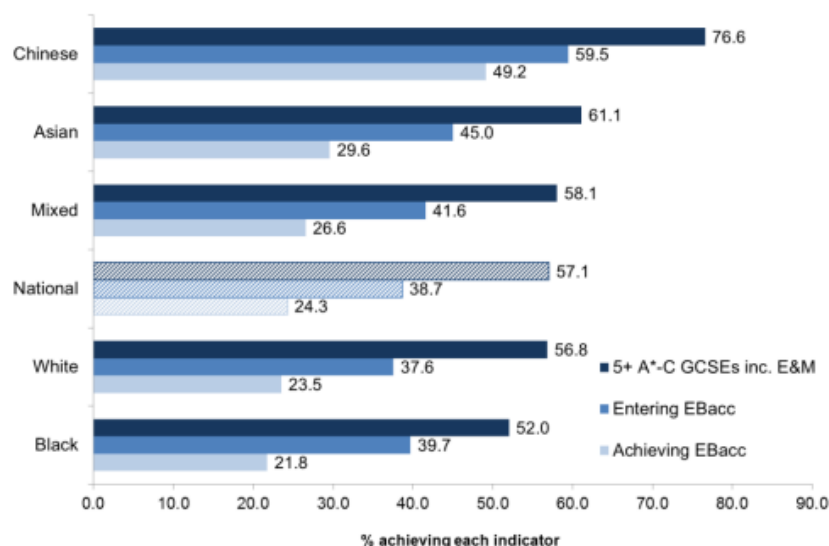
(Stats provided by Montrose Public Affairs, August 2016)

Ethnicity

Ethnicity is broken down into two main variables: a minor grouping variable and a major groupings variable. Those pupils who have been classified according to their ethnic group and are other than white British are defined as minority ethnic.

The pattern in attainment when split by ethnic group remains broadly similar to 2014: attainment of Asian, mixed and Chinese pupils continues to be above the national average for 5+ A*-C including English and maths and for entry and achievement of the EBacc, while attainment of white and black pupils remains below the national average for 5+ A*-C including English and maths, and EBacc achievement, as shown in Figure 11. White pupils are also below the average for EBacc entry, but black pupils are slightly above.

Figure 11: Percentage of pupils achieving the main attainment indicators by major ethnic group
England, state-funded schools, 2015



Source: Key stage 4 attainment data

Pupil attainment by ethnicity is more varied when figures are broken down further by minor ethnic group and FSM eligibility, as shown in Figure 12. For example, within the Asian major group, Indian and Bangladeshi pupils have above-average levels of achievement in 5+ A*-C including English and maths and in the EBacc, whereas Pakistani pupils have below-average levels of achievement in both of these indicators. Pakistani pupils who are eligible for FSM fall even further behind the national average. The performance of Indian and Bangladeshi FSM pupils, however, is only slightly behind the national average for achievement of 5+ A*-C including English and maths and achievement of the EBacc.

Similar patterns can be seen in minor breakdowns of other major ethnic groups. Achievement of black African pupils in 5+ A*-C including English and maths is 1.3 percentage points below the national average and is 0.4 percentage points above the average for achievement of the EBacc. Black Caribbean pupils are 11.1 and 8.1 percentage points below the average in these indicators respectively.

Appendix 2 from SFR tables:

Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. SEN support and EHC plans are new categories this year: more information is given in the quality and methodology document.

Due to these changes in SEN categories this year, it is not possible to compare results from 2015 to results from previous years.

The attainment gap between pupils with SEN compared to pupils with no identified SEN remains the largest gap of all characteristics groups: pupils with SEN perform significantly worse than pupils with no identified SEN across all headline measures of attainment, as shown in Table 25.

¹⁶ See Table 1b, EBacc and non-EBacc subject entries and achievement: <https://www.gov.uk/government/publications/ebacc-and-non-ebacc-subject-entries-and-achievement>

Table 25: Percentage of pupils achieving the main attainment indicators by special educational need (SEN) England, state-funded schools, 2015

	5+ A*-C GCSEs inc. English and maths	Entering the EBacc	Achieving the EBacc
No identified SEN	64.2	44.0	28.0
All SEN pupils	20.0	11.0	4.8
Gap	44.2	33.0	23.2

Source: Key stage 4 attainment data

Hammersmith Academy
Year 12&13 GCSE Results Report
November 2016

Introduction:

All students aged 16 to 18 starting or who have already started a new study programme of 150 hours or more on or after 1 August 2014 and who do not hold a GCSE grade A* to C, new GCSE 9 to 4 or equivalent qualification in maths and/or in English, **are required to be studying these subjects as part of their study programme in each academic year.** This also applies to students of 150 hours or more aged 19 to 25 that have a Learning Difficulty Assessment (LDA) or Education Health and Care Plan (EHCP).

At HA in 2016 we have 8 students studying the English and 11 studying Maths.

In November all students were entered for their retake and 6/10 in Maths attained a C+ (one student did not turn up). 60% pass rate. The remaining 5 students all attained a D grade and will continue studying to the end of the year

5/8 = 63% passed English. The remaining students will continue studying to the end of the year.

Only 1 Year 13 student needs to pass GCSE maths.